Educational Technology Plan for Vermilion Local SD - 046821

School Years:
2009-10
2010-11
2011-12

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**created using the eTech Ohio online Technology Planning Tool version 3.0 (TPTv3)*

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Pre-Planning

1.0 Establish Technology Planning Committee

Assistive Technology/Special Needs Coordinator
Board Member
Business Manager
Community/Business Leader
Curriculum Coordinator
Principal
Superintendent
Student
Teacher
Technology Coordinator
Technology Support
Treasurer

Approvers:
Amy Hendricks (Treasurer)
Eric Baker (Technology Coordinator/Director)
Philip Pempin (Superintendent)

1.1 Overview of TPT Planning Framework

eTech Ohio's Technology Planning Tool, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

The technology planning framework addresses 5 questions adapted from "Asking the Right Questions: Techniques for Collaboration and School Change" by Edie Holcomb. In each phase of the plan, narrative responses describe the educational organization's technology planning in the following manner:

"Where are we now?" addresses ASSESSMENT of current status within the educational organization
"Where do we want to go?" addresses GOALS for growth in various areas
"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals
"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.
"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

As Ohio endeavors to build more agile and effective school improvement plans, this technology plan will be an instrumental tool in fostering quality planning and managing technological changes that will impact the communities where we live.

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?
Are any of these goals no longer relevant?
What goals and strategies were met, and to what degree of success?

The plan we are moving into stresses aligning the technology content standards to the curriculum. The strategies are focused on professional development for all teachers in the basic practices and moving ahead in the project based and interdisciplinary levels. The curriculum director and the technology director are working hand in hand to develop an integration of technology into traditonal classroom practices to create innovation in lesson planning.The district will be 100% interactive whiteboard this year, This is huge undertaking. Getting our staff and students to be proficient with this new technology will drive our professional development goals.
The district is developing a new strategic plan this year and technology is in the forefront of this plan. .
Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?

Which goals and strategies still need to be addressed? How will the technology committee address them?

The amount of time needed for basic technology training is still an unexpected outcome of our surveys. We thought we would be moving on. One of our continuing goals is still professional development. Our staff continues to need support and step by step guidance in most new technology as it is integrated into the classroom. Textbooks and programming are interactive by nature and require more training and ongoing training. The integration of interactive whiteboards across the district has required an organized effort to engage with the tech contentt standards.

Our technology fleet of PC's is aging and we need keep executing a plan for regular replacement of older PC's. The continues to be difficult with budgetary problems that many districts face.We are looking at leasing programs.

1.3 Vision/Mission

A. Vision

Building success for a lifetime through the use of technology not only for students and staff but the community.

B. Mission

The mission of this Technology Plan is to promote the understanding and knowledge of the information age as it exists today and where it is going. We must continue to link the local school buildings with area educational resources, state networks, and the globe. Students, staff, and the community will be able to access current information.

Curriculum Alignment & Instructional Integration

2.1 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?

This section is a prerequisite for Sections 2.2 through 2.8 and should be considered as a separate task with a different goal. The goal of this section is to describe how your district is including Ohio Technology Standards into the distict's curriculum. Regardless whether your district calls it a "Graded Course of Study," "Curriculum Map," or something else – all districts have some form of documentation that spells out what is expected to be taught. The content standards for technology should be written into these documents so they are interwoven with the content standards for math, science etc. For Educational Service Centers (ESCs), please identify how you are assisting your contracted schools in aligning their curriculum to technology standards.

The academic content standards, known as curriculum, describe what to teach. Technology standards should be embedded within the content from other disciplines in order to deliver the curriculum in a highly effective and motivational way.

1. Using the grid below, please indicate the status of your district's efforts to embed Ohio's Technology Standards into the content standards for each curricular area. In the left column, "Where Are We Now?," please select "Not Started," "In Progress," or "Complete" for each curriculum area listed. In the right column, "Where Do We Want To Go?" please select the school year you completed or plan to complete this process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2010-11
Fine Arts	In Progress	2010-11
Foreign Language	In Progress	2010-11
Mathematics	In Progress	2010-11
Science	In Progress	2010-11
Social Studies	In Progress	2010-11
Technology (specific course)	In Progress	2009-10
Other Content Areas	In Progress	2010-11

2. In the textboxes below, please provide brief but comprehensive descriptions of how you are writing Ohio's Technology Standards into all of your curriculum areas. How are you measuring progress toward that goal, and how will you sustain a culture of technology integration into the future?

How will we get there?

We will integrate technology content strands into all of the curricular areas by mapping the curricular content areas K-12 and adopting the power indicators. Teachers are meeting monthly in groups K-12 to unravel the standards and discuss the key elements. The agreed on essential skills and understandings will be assessed. This guaranteed and viable curriculum will include the technology standards for each curricular area. We have subscribed to the Northern Ohio Research and Training Technology Hub (NORTH) to facilitate our technology professional development. We will have Summer Technology Academies to give staff additional training opportunities in the summer months.

How will we know we're getting there?

Through the use of surveys and ongoing staff development updates we will be able to monitor the staffs use and skill levels. We will continue to map the curriculum and the power indicators for the content standards. Building Level Professional Learning Communities will determine short term goals, short cycle assessments and develop new project based initiatives with the new technology. Student work exhibited throughout the buildings will demonstrate use of the technology standards.

How will we sustain focus and momentum?

Teachers will meet in grade level and department meetings throughout the district monthly at the district "early release" time for professional development and curriculum alignment. Ongoing discussion will take place throughout the school year with the emphasis being on curriculum alignment for both technology and state standards as well as the integration of those in the classroom.

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade English/Language Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the English/Language Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.
2.0 Adoption - Use new technology to support traditional instruction.
3.0 Adaptation - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 Appropriation - Focus on cooperative, project-based, and interdisciplinary work, incorporating technology as needed.
5.0 Invention - Discover new uses for technology tools. Develop spreadsheet macros for teaching algebra for example, or design projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	3.0	4.0
K-2	3.0	4.0
3-4	3.0	4.0
5-7	3.0	4.0
8-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

Teachers will increase their level of technology skill to develop the use of the new equipment including Interactive whiteboards. Professional development provided by our consortium (NORTH) in podcasting eportfolios and long distance learning will be focused on integration of these new technology into language arts K-12. Teachers will receive professional development through NORTH in wikis, blogs and web page development in short after school sessions. Technology integration will provide teachers opportunities to share lesson plans and strategies on an ongoing basis. The teams will meet in the elementary grade levels, and in each of the departments at the middle school and high schools as well as cross curricular teams to develop project based opportunities for students. Each professional development workshop will be recorded on excel spreadsheets so we can keep track of the progress of the staff development as a whole towards reaching our goals.

How will we know we're getting there?

We will be making progress when the technology is being used appropriately in the classroom and the technology is integrated into the lesson plans on a daily basis. Principals will monitor these lesson plans weekly through progress book. The technology director will monitor the web pages for use of wikis,blogs and keeping up web pages. Data gathered will consist of 'rubric' type assessment for each student on the use of technology in the related subject area. ISTE standards will be used for the integration of technology at all grade levels.

How will we sustain focus and momentum?

The integration should be noted in lesson plans and be observable by classroom observations and walk throughs by the administration. Student work displayed in the buildings will demonstrate the use of technology in the classroom and at home. Project based learning will demonstrate the level of advancement as students and teachers move towards greater levels of achievement. Professional development will focus on integration of technology strategies.

2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?

The goal of section 2.3 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Fine Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Fine Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Fine Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Fine Arts

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	2.5
K-4	3.0	4.0
5-8	3.0	4.0
9-12	3.0	5.0

How will we get there?

Engage the teachers in Professional development opportunities by Northern Ohio Research and Training Technology Hub to open new avenues of experience with technological experiences. The fine arts team K-12 will be trained in core groups together in long distance learning strtegies.They will have assignemnts to complete and share back with the group of teachers from other districts in coordination with the collaborative at the ESC, They will become the model for web page design and incorporate the stratgies they teach into professional development for staff in therir respective buildings. The fine arts staff will display student work on line and have opportunities for blogs and wikis for the school community to participate in. They will become familiar with the technology fine arts standards and drill down to the skills that are the most essential for all students. Professional development will be documented by NORTH and the teachers and the technogy director.

How will we know we're getting there?

Teachers will produce web pages that engage students in blogging and display student work and achievements. Long Distance Learning opportunities will be explored. Prinicpals will monitor and evaluate the progress book lesson plans weekly. The technology director will monitor the web pages. The curriculum

director will develop professional development opportunities that coincide with the growth and development of the needs of the fine arts staff.

How will we sustain focus and momentum?

All fine arts teachers have interactive whiteboards and have the capabilities to share their ideas and work. Ideas and strategies will be exchanged at monthly meetings and professional development opportunities will be evaluated for impact on student achievement. Observations of classroom activities and the web page will indicate progress.

2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?

The goal of section 2.4 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Foreign Language at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Foreign Language teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Foreign Language instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Foreign Language

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	N/A	N/A
9-12	3.0	5.0

How will we get there?

The foreign language department will receive interactive whiteboards as a technology tool. Training for the whiteboards will include tech integration with the respective foreign language curriculum.Two four hour training modules provided will take the teachers through the studio training on how to develop project based lesson plans using the mimios. Teachers will be included in the NORTH training modules in podcasting, blogs and wikis in short after school sessions and on early release days. They will integrate these tools into their web pages and teaching tool kits. Student achievement and project quality will indicate to us the success of the program. The technology director and curriculum director will keep records of professional development .

How will we know we're getting there?

The use of the interactive whiteboards will be monitored through observations and training modules attendance. When administration sees the use of technology daily in lesson plans progress will be noted. The web pages will be monitored by the administration and technology director, Projects will be displayed and

teachers and students will be required to use technology.in presentations yearly. The integration of technology is a major aspect of the success of the foreign language program.

How will we sustain focus and momentum?

Teachers and students will have access to the appropriate technological tools related to the foreign language component and technology content standards strands. Ongoing professional development for the interactive whiteboards will be available throughout the school year tying the project based learning strands into the curriculum. Presentations will be evaluated with a rubric. The Administrative team will evaluate the use of the web based technology weekly. There will be ongoing feedback to staff. in monthly meetings. Professional development will be recorded in excel spread sheets by the curriculum director and maintained.

2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?

The goal of section 2.5 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Mathematics at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Mathematics teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Mathematics instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Mathematics

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	1.5	3.0
K-2	2.0	4.0
3-4	2.5	4.5
5-7	3.5	5.0
8-10	3.5	5.0
11-12	4.0	5.0

How will we get there?

The integration of technology in the math department entails the use of various technologies:calculators, computer programs and interactive white boards. Staff members will collaborate and train on technologies available to them in modules integrating project based learning and cross curricular opportunities for students of all abilities. Teachers will gain proficiency in communication tools with their parents and students such as blogs, moodle sites and wikis in short after school sessions developed by our technology consortium NORTH. Special Ed inclusion teachers will gain proficiency in the technology wit their team teachers. Professional development will be recorded by the curriculum director on excel spread sheets. The technology director and curriculum director will set up professional development opportunities.

Everyday Math K-5 has a technology component built in. Teachers will become skilled in the use of this on-line resource as a learning tool and a communication tool.

Holt Math grades 6-10 also has a technology component built in. This resource includes tools for the interactive whiteboards in the classrooms as well as other differentiated instruction strategies. Teachers will take advantage of these tools and become skilled in
the technology at the same time.

How will we know we're getting there?

Progress book Lesson plans will be monitored by prinicipals and parents for use of technology.Teachers web pages will indicate the use of blogs, wikis and moodle activity and will be monitored by the technology director and principals.

How will we sustain focus and momentum?

Through the textbook companies we will receive training in Everyday Math and Holt Math. This training is continuous and on-going throughout the life of the programs. They have teacher trainers on each grade level to come out and work with our teachers in the areas we need help.

White board training will be provided for all staff through out the year in a collaborative team approach by a specilaist we have hired to work with our school system. The training is in modules. The teachers will be learning how to integrate the lessons into project based lesson planning. The district is 100% interactive white board.

Training in Wikis, Bogs and Moodle site use is available through our consortium (Nortth) free with our membership. We will provide this training as needed.

Regular tech integration surveys and collaboration in staff meetings and evaluations at tech trainings will ascertain how we are doing in achieving our goals. The curriculum director and technology director will monitor the surveys and decide on the future direction of professional development.

2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?

The goal of section 2.6 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Science at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Science teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Science instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Science

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	1.0	3.0
K-2	2.5	3.5
3-5	2.5	3.5
6-8	3.0	4.0
9-10	3.0	5.0
11-12	3.0	5.0

How will we get there?

Teachers will use the wikis, podcasting and blogs on their web pages to integrate project based learning within the class, with other disciplines as well as other school districts. The teachers and students will explore the use of long distance learning as a tool for collaboration and in depth investigations. White board technology will be used as a tool to promote reality based problem solving.

The Science grades K-10 have a new textbook program adoption including a technology component. This program will integrate differentiated instruction, multi-media and interactive labs into the classroom. Students,parents and community will be able to access the curriculum on-line. The science power standards were mapped this year and the tech standards integrated into the power standards. Professional development will be addressing the implementation of this curriculum and the use of the technology.

How will we know we're getting there?

Monitoring the increase use of technology will be on a continuous basis through progress book lesson plans and reviewing teacher web pages. Training will be provided by the Science textbook company through out the year in half day sessions. Interactive whiteboard training will be provided by a trainer the district has hired to provide two, four hour modular sessions. these will integrate the curriculum in project based learning in lesson planning. Feedback will exist at monthly department meetings with science teams throughout the district. Surveys collected by the curriculum director will indicate areas of further professional development needs. In addition we have added a dedicated science teacher at the elementary level with technology expertise to help encourage and lead technology integration.
Professional development will be recorded on a soreadsheet.
Evaluations of professional development will be collected at the end of each session.

How will we sustain focus and momentum?

The technology integration training provided by the textbook companies will be ongoing through the life of the product. We will have regular offerings at grade level planned. In addition with the white boards the teachers will be encouraged to share their teacher developed lessons during team and department meetings. . We also had training in Video on demand from NORTH this year.

White board training will be provided for all staff through out the year in a collaborative team approach. The district is 100% interactive white board.

Training in Wikis, Bogs and Moodle site use is available through our consortium (NORTH) free with our membership. We will provide this training as needed.

Regular tech integration surveys and collaboration in staff meetings and evaluations at tech training will ascertain how we are doing in achieving our goals. The curriculum director and technology director will monitor the surveys and decide on the future direction of professional development.

2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?

The goal of section 2.7 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Social Studies at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district’s teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Social Studies teachers are

requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Social Studies instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Social Studies

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	1.5	3.0
3-5	2.5	3.5
6-8	3.0	4.0
9-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

Social Studies teachers will explore emerging multi-media technologies and integrate the interactive whiteboard into their lesson plans while increasing their basic technology skills. Teachers will become skilled at using the interactive whiteboard as a tool for project based lessons and differentiated instruction. Social Studies teachers have also had the opportunity to extend their learning in video on demand in early release sessions in all grades K-12. Professional development was provided through two full day sessions for team leaders in the department in the technology for long distance learning by our consortium (NORTH). These teachers had train-the trainer sessions in the technology of LDL and wikis, blogs, podcasting and video on demand to bring back to teachers in the district. The training will support the integration of the social Studies content standards and the technology standards for increased student achievement for all students.

How will we know we're getting there?

Teacher lesson plans as well as observation will allow measurement of progress in the use of technology in the Social Studies classroom. Evidence of increased use of technology in the classrooms will include a variety of media sources on the internet, video on demand and long distance learning. Collaboration among colleagues after successful workshops will encourage participation in various professional development opportunities to expand their use of technology in the classroom. The technology director will monitor the web pages for evidence of increased quality of work. The principals will evaluate through observations and progress book lesson plans the amount of technology use and impact on student achievement. The curriculum director will collect surveys on need assessment for continued professional development and record professional development as it occurs.

How will we sustain focus and momentum?

Building principals department chairpersons and team leaders will be responsible for the support of the use of technology in the classroom. The consortium (NORTH) will provide ongoing technology training and workshops in the emergingtechnology for the teachers who still need support. Evaluations of training sessions will provide feedback for the level of proficiency. Surveys conducted will access the needs of the teachers for professional development. The Curriculum Director along with the Technology Director will evaluate surveys to review professional development needs and make the arrangements for the appropriate training sessions.

2.8 How Are You Teaching Students About Technology Itself?

The goal of Phase 2.8 is for district technology planning staff to describe your district's efforts to teach students what they need to know and be able to do in order to meet Ohio's technology content standards.

IMPORTANT NOTE: Phase 2.8 is about technology as its own academic content standard and focuses on specific technology courses.
Phase 2.8 is the place to indicate what technology instruction you are offering at the elementary, middle and secondary levels. Examples of these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.5
K-2	2.0	4.0
3-5	2.5	4.0
6-8	3.0	4.5
9-10	3.5	5.0
11-12	3.5	5.0

How will we get there?

The student learning goals for technology will be based on power indicators developed by the district technology curriculum team. This guaranteed viable curriculum was developed to ensure students are learning the technology content standards as outlined by the state at each grade level. All of the technology tools are available and have been integrated into the labs at the building levels. The teachers are responsible for training and integration of the standards. Problem solving projects will cross over into the subject areas in collaboration with content area teachers. Cross curricular technology standards are integrated into the curriculum by each department and they are embedded in project based learning rubrics. The professional development will be provided by the consortium NORTH in day long tool box train the trainer sessions and after school short informational sessions for individual teachers. The technology teachers also participate in sessions provided by WVIZ. The professional development will be evaluated by the technology director and the teachers. The professional development participation will be recorded by the curriculum director. The professional development will be arranged by the curriculum director and technology director together.

How will we know we're getting there?

Staff lesson plans will be monitored by the principals weekly in progress book. The web pages will be monitored by the technology director. Professional development will be monitored by surveys and evaluations at the end of each workshop. The use of technology in the classrooms as well as the increased use of technology by students will be evidenced in the student achievement , student presentations and quality of student work. Feedback will be based on increase use of computer labs, the libraries and after school sessions made available to students. Teachers in the content areas will be surveyed as to the progress of

students technology skills in the content area classroom. The curriculum director and technology director will access the survey data and adjust the professional development according to the needs indicated.

How will we sustain focus and momentum?

Technology training will be available through the consortium (NORTH) throughout the year. There will be an annual review of the power standards to evaluate the effectiveness of the curriculum in our district. Surveys and training evaluations will be reviewed by the curriculum director and technology director to determine professional development needs. Principals will access the needs of their buildings through department meetings, team meetings observations and student achievment data. They will then share their revision ideas with the curriculm director and technology director for planning initiatives.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy
Adoption - Traditional policies are in place; lack of consistent use
Exploration - New/updated policies are being researched
Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A.Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Exploration	Transformation
B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Exploration	Transformation
C.Technology-related facilities design, equipment and software	Exploration	Transformation
D.Technology acquisition and standards	Exploration	Transformation
E.Research and evaluation of educational technology initiatives	Exploration	Transformation
F.Development and dissemination of educational technology devices, applications and approaches	Exploration	Transformation
G.District funding for educational technology	Adoption	Exploration
H.Equity and access to technology	Adoption	Exploration

How do we get there?

Data and administrative systems are provided by our A-site and thus we utilize the tolls we are provided and do not have a policy regarding these systems. LEECA utilizes user groups, subcommittees, as well as the resources of MOECN for evaluation of policies and procedures.

The district has developed an administrative guideline for evaluation and acquisition of technology related hardware and software. Evaluation includes principals, teachers technology staff treasurer and superintendent reviewing the materials and and making decisions.

Equipment and resources are allocated by grade level, curriculum area at the building level. District equity of materials are allocated on a per pupil basis.

How do we know we are getting there?

The expenditure of funds made available will be monitored and encouraged by all administrators.

Staff will continue to be surveyed on their use of technology not only with the BETA survey but with annual technology surveys. Survey results will be evaluated by district administration including the Superintendent, Curriculum Director and Technology Director.

Results of these surveys will be published to the staff and also provided to stockholders via the district website.

How do we sustain the focus and momentum?

The board of education allocates resources annually for policy and administrative guideline services as well as continuous education for technology related advancement.

Recently technology related topic questions are discussed and resolved through a labor relations committee comprised of administration, teaching staff and non-certified staff. Issues are discussed and policies are modified through a process of discussion and resolution. The results are passed to the rest of the district through email, publishing to the website and via outside media.

3.2 Analyzing District Leadership

Awareness - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.
Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.
Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

	Where are we now?	Where do we want to go?
A.Instructional leadership, assessment and curriculum	Adoption	Exploration
B.Competencies/Standards (e.g. ISTE NETS-A)	Awareness	Adoption
C.Advocacy for technology	Adoption	Exploration
D.Measures and accountability for effective use	Awareness	Exploration
E.Role model in the use of technology	Adoption	Exploration
F.Professional development	Awareness	Exploration
G.Support for educational technology	Adoption	Exploration
H.Professional practice	Adoption	Exploration

How do we get there?

The administrators' vested interest in technology will grow with the continued use of web communication tools such as blogs, podcasts, webinars, video conferencing. There is an expectation in our district that our administration will participate in these activities.

How do we know we are getting there?

Collaboration with the staff will encourage administration to share meaningful strategies and incorporate new tools to broaden our technology transformation. Administration will be expected to take part in professional development and will model for the staff by leading the way.

How do we sustain the focus and momentum?

Because the administration will be utilizing technology tools in front of the public, parents and staff, expectation will grow. The educational community will drive the leadership forward. New technology will breed more technology use amongst the leadership.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	10%
Acquisitions/Procurement	5%	10%
Deployment/Implementation of Technology	10%	10%
Maintenance & Repair	5%	0%
End-user Technical Support & Training	10%	15%
Curriculum Alignment & Instructional Integration	0%	5%
Fiscal Management/Grant Applications	0%	5%
Superintendent Cabinet/Executive/Board Meetings	0%	10%
Tech Staff Development & Management	15%	20%
Policy Development, Monitoring & Enforcement	15%	10%
Evaluating New/Emerging Technologies	20%	5%
Other	15%	0%
Total	**100%**	**100%**

Other (please describe):

The position of District Technology Coordinator is an administrative position in the Vermilion Local Schools. To be effective in strategic planning, implementation and development of technology in the district, the position does not require teaching any classes to students.

How will we get there?

The Technology Coordinator will have access to more funding for professional development, research and implementation of various technologies on the forefront.

How will we know we are getting there?

Through the inclusion of the Technology Coordinator in Leadership Team and Superintendent's cabinet, the district technology coordinator will be afforded the opportunity to share with all stakeholders knowledge gained as well as the needs of the district.

How will we sustain focus and momentum?

The district allows the technology coordinator the opportunity to implement strategies that will benefit all within the schools and the community.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

This section is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by the district for administrative and instructional computing. These uses range from EMIS reporting, shared administrative applications, video on demand (VOD), voice over IP (VoIP) telephony, thin client server access, Internet research and others.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

ACTIVITY 1:

Complete the portfolio of network services and telecommunications services provided. Indicate any changes that you plan to introduce.Use the following scale in answering "Where are we now?"

- **None** - This technology does not currently reside on the network.
- **Some** - There are pieces of this technology residing on the network. It does not exist in all buildings or only in certain places.
- **Many** - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go

- **Decrease** -We plan to decrease this technology on the network.
- **No Change** - We plan to maintain the level of technology on the network.
- **Researching** - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.
- **Increase** - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	None	Increase
File and Print Sharing	Many	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	Some	Increase
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	None	Increase
Video Streaming (Internet)	Some	Increase
Voice Communications - Voice over IP	Many	No Change
Voice Communications - Centrex/PBX	Many	No Change
Remote Access (Dial-up/VPN) to School Resources	Some	Increase
Wireless	Some	Increase
Email	Many	No Change
Enterprise/Shared Applications (e.g., online grade book)	Many	Increase

ACTIVITY 2:

Discuss the impact of the network and telecommunications services activity above on the bandwidth requirements of the LAN, WAN and Internet connection. Record the impact on bandwidth below.

	What is the current impact?
LAN Bandwidth	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	No Changes

How will we get there?

The district is adding increased bandwidth to our provider to improve accessibility for all.

How will we know we are getting there?

Through the increased bandwidth, an increased use will be encouraged through the ease of operation with minimal bandwidth problems. Staff members are being made aware of increased bandwidth and video streaming possibilities.

The district will encourage distance learning through IP to IP connectivity through the DA Site.

Our services may include, but not be limited to, local and long distance phone services, PRI, Centrex, telephone systems, cellular, paging, WAN, voicemail, high bandwidth services from T1s up to 1 Gb, VOIP, internet access, web hosting and e-mail services, portable electronic devices, routers, switches, cabling, firewalls, servers, video conferencing and distance learning, UPS devices, telephone systems, maintenance, and operating system software and miscellaneous components

How will we sustain focus and momentum?

The network will be monitored by both the DA Site as well as district Technology Department. Future needs will be determined by the increased need in bandwidth.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.
Some - This technology is in the building(s) and district, but there are only a few in each location.
Pervasive - This technology is an integral part of the building(s) and/or district.

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:5	1:5
Computer to Student Ratio (1:n)	1:3	1:2
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

There is a need to increase the support staff for technology in the Vermilion Local Schools in the role of training personnel. With the use of an on-line management system, the increased need for support staff and training personnel will be recorded. Evaluation of this will be important to the maintenance and upgrading of technologies in the district.

How will we know we are getting there?

Planning is an integral part of technology and the schools. It is imperative that multiple groups be involved in emerging technologies. These groups will include teachers, Building Tech Coordinators, Principals, Administration and board members. Through the use of data available from our trouble ticket system, we will be able to determine needs for upgrades, replacement or increasing the number of systems. This need then will be assessed to determine financial resource requirements.

How will we sustain focus and momentum?

The Building Technology Coordinators and Technology Department staff will be responsible to keep abreast of future trends and necessary staff development. Implementation of policies and professional development will be an on-going task for each person involved. Communication to the Board of Education and District Leadership Team as well as the community are required.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

	Where are we now?	Where do we want to go?
Student Information Services	4 - Advanced	4 - Advanced
Instructional Applications	3 - Adequate	4 - Advanced
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	3 - Adequate	4 - Advanced
Library Automation	3 - Adequate	4 - Advanced
Facilities Management	3 - Adequate	4 - Advanced
Voice Telephony	2 - Minimal	3 - Adequate
Human Resources & Financial Management	3 - Adequate	4 - Advanced
Network Account Management	3 - Adequate	4 - Advanced
Transportation	3 - Adequate	4 - Advanced
Food Services	3 - Adequate	4 - Advanced

How will we get there?

The implementation of an on-line gradebook will greatly assist in the increase of student achievement. ALL staff members within the Vermilion Local Schools will use the Progress Book program whereby an on-line grading system will be used with parent access modules. Staff members will have better communication with parents through the access of student grades. The use of e-mail will allow communication between the teacher and parents. Training will be held for staff members and individual Building Tech Coordinators are responsible for assisting staff members with their problems.

Facilities management will become more efficient with the automation of scheduling of preventative maintenance. Transportation will become more efficient with scheduling fleet maintenance using technology based systems. Ordering will continue to be an area when technology utilization will increase.

How will we know we are getting there?

The increased use of the on-line gradebook will be monitored. This will effectively increase communication with parents as well as keep them and the students informed of student achievement. Parent/teacher communication will increase with the district making email a main form of communication.

How will we sustain the focus and momentum?

Integration of the on-line gradebook will be an ongoing process. Staff members are continuously provided professional development.

Parent communication is encouraged by the use of Progress Book as well as email and phone conversations.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.
Rarely - When selecting educational software, occasionally this process is followed.
Sometimes - When selecting educational software, we typically follow and/or incorporate this process.
Always - When selecting educational software, this process is always followed and/or incorporated.
Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Sometimes	Always
Professional development planning for end users and support personnel	Sometimes	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Sometimes	Always
Evaluation of demo copies	Sometimes	Always
Implementation pilots	Rarely	Always
Replacement cycle (upgrade, retire, new)	Rarely	Always
System requirements / technical and operational support	Rarely	Always

How will we get there?

Professional development is the key when it comes to introducing new technologies in the schools. The district Technology Coordinator works closely with the leadership team, to develop implementation strategies for educational software needs to be reviewed. This includes professional development, implementation, support, alignment with the Ohio academic content standards, replacement, development of tools and processes, pilot and system requirements - the total cost of ownership (TCO). Through attendance at conferences sponsored by eTech as well as other professional organizations, members will be made aware of breakthrough technology that will assist the teacher and the student in the enhancement of the learning process.

How will we know we are getting there?

Through the implementation of a software review process, the Vermilion Local Schools will be able to evaluate software packages for educational or process improvement value. Ongoing research for software that facilitates, supports and increases student learning, implementation of software for everyone's use will be successful. Continuous research, evaluation and use of student software that correlates closely with the State Academic Content Standards is a must. The evaluators of software must communicate continuously from research of needs through implementation and on to reevaluation and eventually replacement.

How will we sustain focus and momentum?

The district's Technology Coordinator and Director of Student Outcomes, with the participation where necessary of the Director of Special Education, will be responsible for implementation of a software review process. Evaluation will be conducted by teachers and administrators. By completion of meeting notes and notification of all district staff members of the outcomes of each meeting, everyone will understand the importance of the review process and the implementation time-line for programs.

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	3 - Adequate	4 - Advanced
Security zones	3 - Adequate	4 - Advanced
Wireless network security policies	2 - Minimal	3 - Adequate
Central log mechanism and review policy	3 - Adequate	4 - Advanced
Incident response procedures	3 - Adequate	4 - Advanced
Network security	3 - Adequate	4 - Advanced
Host Security	4 - Advanced	4 - Advanced
Data security / integrity	4 - Advanced	4 - Advanced
Anti-virus software	3 - Adequate	4 - Advanced
Spyware	3 - Adequate	4 - Advanced
Firewall	4 - Advanced	4 - Advanced
Filtering	3 - Adequate	4 - Advanced

How will we get there?

Currently Students grades 6-12 all have their own usernames and passwords. All staff members have their own accounts. We will continue to strongly encourage staff to use their accounts and not allow students to use any computer that a staff member is logged onto. We are implementing mandatory user profiles for students as a method to prevent unwanted software to be used. Mandatory user profiles for staff are being implemented with inactivity time-outs to lock the computers so that students can't use the teachers' accounts.

Staff will be required to change their passwords regularly. These changes will be scheduled and enforced by Active Directory.

We will continue to utilize our firewall and will continue to maintain subscriptions to firewall software enhancements to prevent security intrusions.

Antivirus/AntiSpyware package subscription will continue to be kept up to date. Enhancements will be implemented as soon as they are stable.

Computer security updates will be performed by maintaining a Windows Systems updates Server. Updates are performed daily via group policy.

As wireless technology is increased we will look towards hardware/network based security tools to increase wireless security.

Network and Server monitoring has been installed. We will monitor these systems as well as look for alternatives with better features.

How will we know we are getting there?

Enhancing network monitoring will give alerts and warn of problems earlier so enhanced up-time will show progress.

Monitoring of logs will show prevented attempts at intrusion by viruses, spyware and undesired penetration attempts.

Updates to systems will be performed.

User security will be shown by decreased trouble calls.

How will we sustain the focus and momentum?

The increased training of staff members on network security is a must. Professional development continues to be a factor in the educational process for administrators, faculty and staff. Through this option, all stakeholders will become knowledgeable of importance of security and the need to continue that security. Students and parents must be informed of security needs through education.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1:800	1:800
Support Staff to Teachers	1:50	1:50
Support Staff to Computers	1:300	1:400
Support Staff to Buildings	1:1.3	1:1.3

	Where are we now?	Where do we want to go?
Average Response Time (Days)	5 DAYS	1 DAY
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Maintain the current number of support staff but possibly move from the part time Building tech Coordinators to an additional full time tech support person.

Replacement of older systems with newer better quality systems from a name brand vendor and create a equipment refresh policy to get older systems that require more maintenance time out of service. Systems within their manufacturer's warranty will be utilized until their warranty expires.

Spending less time and financial resources on older systems will allow the district to add more equipment where necessary.

Expending less time on repairs will free up service personnel for other duties thus decreasing response time and return to service time.

How will we know we are getting there?

Newer equipment that is under warranty will reduce the number and type of trouble tickets.

Expenditures on repair parts will decrease.

Increased customer satisfaction will come from decreased down time and shortened return to service time. Customer surveys will be implemented such as the beta survey as well as in house surveys.

Reporting from our ticket system will show decreases in repair expenditures as well as decreases in down time.

How will we sustain focus and momentum?

The monitoring of the help desk and turnaround time is imperative to achieve the goals established in the district technology plan.

Needs will be assessed and recommendations brought to the Board of Education and Leadership Team. These recommendations can then be used for allocation of financial resources.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.
Some - This factor has cursory consideration but is not a primary decision driver.
More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.
Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

	Where are we now?	Where do we want to go?
Vendor Relationships	More	Extensive
Procurement Plan	Some	Extensive
Specifications/Requirements/Fits Analysis	More	Extensive
Integration of donated time, materials or services	Some	Some
Deployment/Installation plan	More	Extensive
Initial Training and Professional Development	More	Extensive
Evaluation of current external support costs versus new purchase	Some	More
Loss of institutional knowledge for replaced systems	None	None
Phase Out/Replacement cycle	More	Extensive
Disposal costs	Some	Some

How will we get there?

Through the enhancement of relationships with vendors and closer specifications of equipment/service costs we can lower the TCO of equipment by expanding longevity of the systems we purchase.

More prudent examination of emerging technologies such as thin client computing and we based applications can also lower TCO through decreased hardware costs as well as lengthened service time.

How will we know we are getting there?

Close monitoring of expenditures on technology purchases will show decreases in repair costs and needs for outside services.

With a decrease in TCO, the district will be able to expand the amount of technology available in the classroom to students and teachers. This will increase the interest and involvement of the parents and community in the schools' technology. The increased involvement across the board will show itself in student achivevement.

How will we sustain focus and momentum?

The Technology Coordinator along with input from the Leadership Team will follow the Technology plan in decision making and add this to the district's five year plan.

Continued participation of the Board of Education in monitoring the technology in our classrooms and comparing where the district is with regards to emerging technology will continue to push the initiatives forward.

Budget and Planning

5.0 Budget

Sound budgeting is important for your technology plan; not only to project future spending and funding, but also to meet requirements for various private, state and federal funding opportunities. It is recommended that a representative from your treasurer's office be involved in completing this phase.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	100,000	120,000	130,000	130,000	**380,000**
Hardware	220,000	200,000	200,000	200,000	**600,000**
Student Data Administrative Systems	3,000	3,000	3,000	3,000	**9,000**
Software	60,000	40,000	40,000	40,000	**120,000**
Security	5,000	5,500	6,000	6,500	**18,000**
Technology Staffing/Support	82,300	85,000	87,000	90,000	**262,000**
Professional Development	5,000	6,000	6,000	6,000	**18,000**
Consumables	22,000	20,000	20,000	20,000	**60,000**
Additional	1,000	1,000	1,000	1,000	**3,000**
Total	**498,300**	**480,500**	**493,000**	**496,500**	

Additional Items

Capital purchases for technology - computers, printers, scanners, network components, etc.

Provide details about your budget process. How did your committee gather this data? Have you included spending amounts for planned future technology hardware, software, professional development, or other services?

Technology planning and budgeting are a part of the Continuous Improvement Plan for our district. Involvement comes from the board of education, administration and district tech committee. Enhancements beginning next year are leased fiber bandwidth to increase speed and capabilities for technology throughout the district. Additionally, Progress Book will be implemented to allow additional communication between the school and home for each individual student regarding their progress, assignments and individual communication with parents.

How will we get there?

Technology expenses will be funded through local revenues primarily. We will also receive minimal funding through state and federal grants that we are currently aware of. The Progress Book component is planned to be funded by a local grant from a charitable foundation.